DOCUMENT RESUME

ED 239 613 IR 020 064

TITLE	Computer Literacy - Staff Development.
INSTITUTION	Whittier Union High School District, CA.
PUB DATE	84
NOTE	4p.; Prepared at Whittier High School.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Demonstration Programs; High Schools; *Inservice Teacher Education; Program Descriptions; School Schedules; *Staff Development
IDENTIFIERS	PF Project

ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Because of budgetary constraints, we were forced to have a daily schedule which gave all teachers a common conference period. The conference periods occurred either at the beginning of the school day ("A" period) or at the end of the school day ("Z" period). The regular schedule with periods one through five were scheduled between the "A" and "Z" periods. Although this schedule posed many problems, it allowed us to plan an effective staff-development program. Until the advent of the "A" period-"Z" period common conference periods, it was difficult to provide an in-depth, continuous staff-development program. It was our good fortune at Whittier High School to have two very knowledgeable computer literacy teachers who were already teaching the computer literacy class to the students. But the administration felt some frustration in not being able to provide a similar opportunity to the teaching staff. As the master schedule was being finalized for the 1983-84 school year, the principal seized upon the idea of pulling two teaching hours out of the master schedule to devote to computer literacy instruction for the teaching staff. One computer literacy teacher was assigned an "A" period teaching assignment and a similar arrangement was established for the other computer literacy teacher to teach during "Z" period to those teachers who had no teaching assignment at this time. Thus, by the end of the first semester 1983-84, all staff members received an in-depth, continuous instructional program in computer literacy. Our objective is to infuse the use of the computer into all areas of the curriculum. It is our feeling that the first phase of this effort was the successful instruction of the staff. The staff of seventy teachers and administrators now has a working knowledge of the computer and has begun to appreciate its value in the application of computer-assisted instruction. In addition to using the computer for CAI, the staff can now employ its use in computer-assisted management for computing grades, attendance, and other types of recordkeeping. These teachers also realize that the computer is not only a tool to be used in mathematics and science, but it is a tool to be used in all areas of the curriculum. This phase, having been accomplished by the end of the first semester 1983-84, opens the way for us to begin the second phase of the computer literacy plan--infusion in all areas of the curriculum. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED239613

COMPUTER LITERACY - STAFF DEVELOPMENT

Whittier High School
Whittier, California

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

IR020064

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OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency WHITTIER HIGH SCHOOL Grade Levels 9-12

Address 12417 E. Philadelphia Telephone (213) 698-8121

City Whittier State CA Zip 90601

Name of Contact Person Herbert G. May ACSA Region

Name of Course, Program, Project or Policy Computer Literacy - Staff Development

Date of Operation of Program or Project 1983-84 School Year

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

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Until the advent of the "A" period - "Z" period common conference periods, it was difficult to provide an in-depth continuous staff development program.

It was our good fortune at Whittier High School to have two very knowledgeable computer literacy teachers who were already teaching the computer literacy class to the students. But, the administration felt some frustration in not being able to provide a similar opportunity to the teaching staff.

As the master schedule was being finalized for the 1983-84 school year, the Principal seized upon the idea of pulling two teaching hours out of the master schedule to devote to computer literacy instruction for the teaching staff. One computer literacy teacher was assigned an "A" period teaching assignment. And a similar arrangement was established for the other computer literacy teacher to teach during "Z" period to those teachers who had no teaching assignment at this time.

Thus, by the end of the first semester, 1983-84, all staff members received an in-depth continuous instructional program in Computer Literacy. Our objective is to infuse the use of the computer into all areas of the curriculum. It is our feeling that the first phase of this effort was the successful instruction of the staff. The staff of seventy teachers and administrators now has a working knowledge of the computer and has begun to appreciate its value in the application of computer assisted instruction. In addition to using the computer for CAI the staff can now employ its use in computer assisted management for computing grades, attendance and other types of recordkeeping. These teachers also realize that the computer is not only a tool to be used in mathematics and science, but it is a tool to be used in all areas of the curriculum.

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NAME Michael Lawrence, Principal DATE 1-30-84

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.

This phase, having been accomplished by the end of the first semester 1983-84, opens the way for us to begin the second phase of the computer literacy plan - infusion in all areas of the curriculum.